Beyond average:
Designing for variability with Universal Design for Learning

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Welcome & Norms

- Hayley Orndorf, BioQUEST

- Norms
  - State your name before speaking
  - Use channels that work for you
  - Consider adding your pronouns to your name
Outline

● Welcome & Norms
● Universal Design for Learning
  ○ CAST
  ○ Cultivating a UDL Mindset
  ○ Connections to other approaches
● Strategies for implementing UDL
● Resources
Universal Design for Learning

CAST (2018)
# UDL Guidelines

<table>
<thead>
<tr>
<th>Access</th>
<th>Build</th>
<th>Internalize</th>
<th>Goal</th>
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</thead>
<tbody>
<tr>
<td><strong>AFFECTIVE NETWORKS:</strong> Provide options for Recruiting Interest</td>
<td><strong>Sustaining Effort &amp; Persistence</strong> Provide options for Language &amp; Symbols</td>
<td><strong>Self Regulation</strong> Provide options for Comprehension</td>
<td><strong>Purposeful &amp; Motivated</strong></td>
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<tr>
<td><strong>RECOGNITION NETWORKS:</strong> Provide multiple means of Representation For resourceful, knowledgeable learners, present information and content in different ways</td>
<td><strong>Build</strong> Provide options for Physical Action</td>
<td><strong>Internalize</strong> Provide options for Executive Functions</td>
<td><strong>Resourceful &amp; Knowledgeable</strong></td>
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<tr>
<td><strong>STRATEGIC NETWORKS:</strong> Provide multiple means of Action &amp; Expression For strategic, goal-directed learners, differentiate the ways that students can express what they know</td>
<td><strong>Internalize</strong> Provide options for Executive Functions</td>
<td><strong>Goal</strong> Strategic &amp; Goal Driven</td>
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Cultivating a UDL Mindset

- UDL Framework ≠ Checklist
- Balancing a mindset with practical implementation
- Connecting UDL to other approaches
Universal Design for Learning & Backwards Design

- Complementary approaches
- UDL provides strategies for designing instruction that plans for learner variability.
Strategies for applying UDL

- Identify how you are already implementing UDL
- Consider "pinch points" & "plus ones"
  - **Pinch point:** Aspects of the lesson where learners have questions, assessment questions that are frequently missed, or places you have to re-teach.
  - **Plus one:** Selecting one more way to engage learners, represent material, or allow learners to demonstrate their knowledge and skills.

(Tobin & Behling, 2018)
Questions & Discussion

● How do you already incorporate UDL in your teaching?
● Which aspects of UDL would be most challenging to implement?
● Share a common "pinch point" for your learners.
  ○ Which UDL checkpoint could act as a "plus one"?
Resources

- Getting Started with Universal Design
- Dewsbury & Brame's Inclusive Teaching Guide
- STEM OER Accessibility Framework